

**NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
SPECIAL EDUCATION
PROGRAM APPROVAL REVIEW**

**SAU #35
FINAL SUMMARY REPORT**

**BETHLEHEM, LAFAYETTE REGIONAL, LANDAFF,
LISBON REGIONAL, LITTLETON and PROFILE**

**ROBERT P. HORAN, Superintendent of Schools
KEVIN T. ECKERMAN, Director of Special Education**

Visit Conducted on MARCH 27 and 28, 2002
Report Date, May 31, 2002

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I. TEAM MEMBERS

Visiting Team Members:

Name	Professional Role	
Nancy Brogden,	Chairperson, SERESC	Leigh Zoellich, Educational Consultant
Naomi Belmore,	Special Education Director	Deborah Blake, Special Educator
Jeff Caron,	Head of Schools	Georgia Caron, Special Ed Coordinator
Lynn Decker,	Special Educator	Patricia Eddy, Director of Education
Sharon Edwards,	Special Education Director	Marie Fay, Director of Special Services
Christine Keating,	Special Educator	Karen Langley, Principal
Sarah Mailhot,	Special Educator	Jeff Pettee, Headmaster
Tim Quinney,	Director	Luci Ruppel, Special Educator
Maureen Soraghan,	Director of Special Services	Nancy Tuite, Special Education Director

Building Level Team Members:

Name	Title	Name	Title
Karen Hood	Preschool Coordinator	Carol Johnson-Haywood	Special Educator
Jen Cartwright	Resource Room teacher	Kris Gentry	Resource Room teacher
James Ramsey	Science teacher	Danielle Cullin	Math teacher
Jen Carbonneau	English teacher	Dick Alberini	Social Studies teacher
Kathleen Ross	5 th grade teacher	Erica Seiberg,	4 th grade teacher
Wendy Mitton	Prescriptive teacher	Beverly Freinkiewie	Kindergarten teacher
Maureen Kennedy	Special Ed. teacher	Tim Ross	Special Ed. teacher
Heather Stocks	Special Ed. teacher	Marjorie Sanborn	Classroom teacher
Patricia Lang	Grade 6 teacher	Jacqueline Daniels	Grade 6 teacher
Tara Landry	Special Ed. teacher	Laura Ivenger	Special Ed. teacher
Michael McIntyre	Social Studies teacher	Jennifer Hastings	Special Ed. Teacher
Dawn Curbee	Paraprofessional	Ginny Haines	Reading Specialist
Dennis Camelio	Special Ed. teacher	Ron Bartholomew	Psychology teacher
Tammy Watson	Practical law teacher	Gerard Lamothe	History teacher
Bonnie Ardita	Director, PRIDE	Mark Butterfield	Special Ed. Teacher
James Snyder	Special Ed. Coordinator		

II. INTRODUCTION

SAU 35 is an administrative unit consisting of six school districts in and around Littleton, New Hampshire. They are the districts of Bethlehem, Lafayette Regional, Landaff, Lisbon Regional, Littleton and Profile. The district of Lafayette Regional includes the towns of Franconia, Easton and Sugar Hill. Bethlehem, Easton, Franconia and Sugar Hill make up the Grade 7-12 district of Profile. Lisbon Regional is a K-12 district that includes the towns of Lisbon Special, Lisbon Town and Lyman. There are approximately 2,000 students in the SAU, ranging from one small district (Landaff) which includes only 19 students to the Littleton school district with over 900 students. Per pupil costs in the SAU (1999-2000) ranged from \$4885 to \$9251, compared to the state average of \$6359.

III. PURPOSE OF VISIT

The New Hampshire Department of Education conducted a Special Education Program Approval Visit to SAU #35 on March 27-28, 2002 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the Program Approval Visit, all of the schools in SAU #35 were reviewed. These include: Preschool Programs, Bethlehem Elementary, Daisy Bronson Middle, Lafayette Regional, Lakeway Elementary, Landaff Blue School, Lisbon Regional, Littleton High School, the PRIDE program, and the Profile School.

Activities related to this Program Approval Visit included the review of all application materials submitted by the SAU, verification of personnel credentials for special education staff, program descriptions, SPEDIS reports, and analysis of data collected during the visit. Data included the review of student case studies, interviews with staff, administrators, students and parents and classroom observations. Throughout the entire review process, the visiting team worked in collaboration with the staff of SAU #35. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

IV. PROGRAM APPROVAL REVIEW PROCESS

The New Hampshire Department of Education provided SAU #35 with a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the data collection and special education program approval activities. The two-day visit was designed as a focused review on the following areas of programming:

- Access to the General Curriculum,
- Transition and
- Assessment

The NHDOE Special Education Program Approval Process allowed the visiting and building level team members to conduct case studies of a representative sampling of the special education student population, ages 3-21, throughout the SAU. Evidence of the work conducted in-district and results related to student outcomes was gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, paraprofessionals, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the report that follows, outline identified areas of strength and areas of improvement needed for each school reviewed.

V. STATUS OF PREVIOUS PROGRAM APPROVAL REPORT AND CORRECTIVE ACTIONS

Based on review of the January 6-7, 1997 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

Paperwork issues such as:

- Missing transition plans
- No statement of least restrictive environment
- Lack of a multidisciplinary team
- No LEA in attendance at evaluation, eligibility, IEP or placement meetings
- Some IEP components missing.

Most of the above areas have been addressed by improved case management and new forms and by adding staff, such as a preschool coordinator and Littleton district coordinator. Issues of transition still exist. The districts are making effective transitions and involving appropriate people, but written documentation is lacking for these efforts. In addition, space and accessibility issues have been partially addressed but more work is needed in this area.

VI. SAU WIDE SUMMARY OF FINDINGS

Within each of the schools in SAU #35, there is a supportive, enthusiastic atmosphere for the provision of services for all students in the least restrictive environment. This enthusiasm and support is fostered throughout SAU #35 by faculty, administration, support personnel, secretarial staff and parents. In many ways it is clear that schools are working hard to offer a wide continuum of services and programs to all children, including access to the general curriculum, transition services and assessment.

Generally, SAU #35 is to be commended on the many initiatives and programs that are in place, not only for students with disabilities, but for all children in the schools and community. Just a few examples of initiatives are:

- Project RENEW, a comprehensive career development program for at risk students, ages 15-18 who have a history of school suspensions, have been expelled from school or who are at risk for dropping out of school
- CARE NH, a pilot program which is attempting to provide wrap around services to children and families with mental health needs.
- Collaboration with NCEF providing resources and staff development opportunities to North Country school districts
- Excellent collaboration with outside agencies, such as Common Ground to meet the needs of students with disabilities.
- The PRIDE program for both disabled and non-disabled students with behavioral challenges is a model of best practice.

The SAU also should be commended for providing many opportunities for professional development to all teachers and support staff. Two districts now have eight full days per year for staff development, in addition to the 180 days of instruction. The Littleton district provides full day kindergarten programs for its children, a practice that not many New Hampshire school districts can boast of! Previous to kindergarten are the inclusive programs offered to preschool age children with special needs. All of the children are integrated into regular preschools. The child care program at the Hugh Gallen Vocational Center is another model program, training high school students to be child care workers and including all children in its active learning center. A benefit of this program is that special needs can be identified very early and supports given as needed.

Overall, the team was impressed with the level and quality of services to all children in this SAU.

ACCESS TO THE GENERAL CURRICULUM

ED 1109.05 CFR 300.342 Implementation of IEPs

ED 1115.07 CFR 300.306 Provision of Non-Academic Services

ED 1119.03 CFR 300.26 CFR 300.347 Full Access to the District's Curriculum

ED 1119.08 CFR 300.304 Equal Education Opportunity

SAU #35 is to be commended on their excellent inclusion for children with special needs. It is evident, as buildings are visited that there is a high level of inclusion and opportunities for special needs students to participate in the general curriculum. Everyone is involved in integrating all children into curriculum activities. Necessary supports are in place for children to be involved in extracurricular activities.

In terms of physical access to buildings, Littleton High School is still not accessible to all students. The addition of a wheelchair lift on the north side of the building, which has been ordered, should make that building fully accessible. The Daisy Bronson Middle School is not accessible to students who are not mobile. Plans are being made for a 6th grade wheelchair bound student who should be in Daisy Bronson next year, but who cannot access that building. The plans include moving the teaching staff to the 6th grade wing of the high school for that student's classes. This seems less than acceptable in order for that student to access the same programs as his non-disabled 7th grade peers. The bond for changes and renovations to the high school does not include renovations to Daisy Bronson that would address this accessibility issue. Another building in the SAU with space and accessibility problems is the Profile School. Efforts have been made to have all areas accessible, but a computer area remains inaccessible and other areas are difficult to get to.

TRANSITION

ED 1102.53 CFR 300.29 Transition Planning

ED 1107.02 CFR 300.347 (b) (1) Process: Provision of FAPE

ED 1109.01 CFR 300.132 Transition Services

In the area of Transition, there are excellent examples of transition within and among the schools of SAU #35. One school has a summer program to help transition students to kindergarten and there are "fly up days", "step up days", meetings and discussions on appropriate ways to transition children to the next level or building. Another school has a parent and student questionnaire that addresses transition issues. While it is evident that transition planning is taking place, little is documented in IEPs or meeting minutes. Several school teams mentioned a lack of a formal transition process for students at age 14. Team members felt that involving early intervention (EI) providers closely is improving transition services to our youngest children. At the other end of the age spectrum, good transitions are being made with students as they graduate or transition to the world of work, and it is evident that there is good involvement of outside agencies, such as Common Ground in providing transition services to children with special needs.

ASSESSMENT

ED 1133.05 (I) CFR 300.347 (a) (5) RSA 193-C

In terms of Assessment, all SAU #35 students participate, at some level, in testing. Last year students used alternate assessment strategies for the NHEIAP tests. Some of the schools are using benchmarks for writing IEP goals and are attempting to connect goals, based on assessment, to the New Hampshire frameworks. There is evidence that multiple measures are used to assess students and that assessment data are being used to drive curriculum and program changes.

SPECIAL EDUCATION PROCESS: POLICY AND PROCEDURE

ED 1106.01 Special Education Process

ED 1103.01 Child Find, Responsibilities of the LEA

All special education procedures and policies follow federal and state regulations. The Special Education Procedures Manual is up-to-date and includes all necessary components. Child Find activities are in place.

VII. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU 35 School: Preschools

Recorder/Summarizer: Leigh Zoellick

Date: March 28, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>Ed. 1119.08, Equal Education Opportunity</u>		<u>Preschools</u>
<u>CFR 300.342</u> <u>CFR 300.306</u> <u>CFR 300.26</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	All preschoolers are in community placements.
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	All students are receiving supports and services as needed.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>Ed. 1109.01, Transition Services</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		<u>Preschools</u>
<u>CFR 300.29</u> <u>CFR 300.347 (b) (1)</u> <u>CFR 300.132</u>		
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	From Early Supports and Services to preschool and from preschool to kindergarten there is not a lot of written information, but families and programs are comfortable.
3a	Team includes parents and personnel from other agencies in transition planning	As needed (ASSETT)
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	Preschool coordinator follows kids into kindergarten in the fall as a consultant and meets with the elementary school staff as a team.
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		<u>Preschools</u>
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	Data from Early Intervention is used. Other assessments are completed as needed.
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Children's work, teacher observations, parent information, speech evaluations, etc. are used
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	

<u>Preschools</u>	
Strengths	Suggestions for Improvement
1. All preschoolers are fully included in typical community-based child care centers/preschools, receiving supports and services there. 2. Currently, the SAU provides some training in community programs for teachers and aides. 3. Families feel very positive supports and services. All reported their children's wonderful progress. 4. Children remain in centers if they are already enrolled. They are not yanked out and put in another program. 5. Creative delivery of services (e.g. one child stayed with ESS staff over the holidays, district contracted/paid.)	1. More training for aides (in community programs) in the areas of behavior management and child development is recommended. 2. Apply for CIDER grant materials and supplies to enhance the community program.

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NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
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SAU 35 School: Bethlehem Elementary

Recorder/Summarizer: Nancy Tuite

Date: March 28, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		<u>Bethlehem Elementary</u>
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	The students participate in the general curriculum most of the day, as much as possible, with the necessary supports. Participation in extra curricular activities, such as field trips, occurs with necessary supports (extra staff, extra transportation, etc.)

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		<u>Bethlehem Elementary</u>
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	There is documentation of the development of plans to transition to the middle/high school. Meetings with outside agencies, such as WMMH and Common Ground, are taking place.
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	Written documentation of meetings taking place for transition assessment is evident for preschool to kindergarten students.

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		<u>Bethlehem Elementary</u>
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Multiple measures of assessment are evidenced: report cards, student work, portfolios, behavioral charts.
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	Students participate in the NHEAP-Alt or with accommodations. Some students have documentation in their IEPs for alternate assessments to the district/school assessments. The NHEAP results are analyzed by a team who compiles the data to set school-wide goals, which directly impact the curriculum for the students.

<u>Bethlehem Elementary</u>	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The school environment is positive toward including every child in the general curriculum. 2. Staff members work as a team to provide optimal opportunities for all students. 3. Transitions are planned for on an individual basis, as evidenced by meeting minutes and parent interviews. 4. All students participate in regular school assessments as well as district and state-wide assessments. Alternate forms of assessments are documented on the IEP. 5. A continuum of services is evident within the building to provide the least restrictive environment. 6. The team is very impressed with the program and modifications in place to allow students to progress in the least restrictive environment and general curriculum. Keep up the good work! 7. The organizational skills of the special educator are exemplary. 	

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NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
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SAU 35 School: Lafayette

Recorder/Summarizer: Marie Fay

Date: March 28, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		<u>Lafayette</u>
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	All students spend the majority of the day in the regular classroom, per IEP goals/objectives, parent interviews and team interviews.
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	The amount of time in the regular classroom is documented on IEP. Adaptive PE is available.
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	Per parent, team and principal interviews, all students are provided services to participate in all activities of the school – such as hiking, plays, field trips.
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	When activities are available students participate. Athletics are not part of the school program. All students do plays, school hikes and field trips. Aides are supplied to help with this. Evidence: parent report, principal report, interview with teacher and notes on IEP.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		<u>Lafayette</u>
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	The only person for transition is a kindergarten student. Meeting notes may discuss next year's program from grade to grade if teacher is known and planning can be accomplished.
3a	Team includes parents and personnel from other agencies in transition planning	Evidence is here (meeting notes) for incoming kindergarten student this year. Preschool personnel attended this meeting and are part of the planning.
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	Yes - observation and documentation for kindergarten student on how child is integrated. In transitions to Profile, they contact personnel to check on the transition, per discussion with principal.
4b	Team, including student as appropriate, regularly assesses success of transition plan	For kindergarten student there is daily communication between parent and teacher to help transition in the summer and fall, per parent report.

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		<u>Lafayette</u>
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	All students participate either with accommodations or Alt. We saw modification sheets for students in grades 4 and 5. (Principal Report, Parent Interviews)
	2 Alternate assessment provided as needed for both district and state assessments	Principal report of Alt for NHEIAP last year. There are no alts this year. (Team Report)
	3a Assessment data is used to develop IEP	Class work used to develop IEP as well as observations, informal assessments, curriculum work and portfolios and sometimes formal individualized assessments.
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Each student has a portfolio; saw evidence of teacher observations, report cards and student work
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	School uses NHEIAP results over 2/3 years to improve all student learning. There are no school assessments (principal and team reports.)

<u>Lafayette</u>	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. School as a whole does a wonderful job of educating all students. 2. All students are very welcome in this school. 3. The facility is warm, comfortable and meets the needs of students. 4. Materials and services are appropriate for students and meet their individual needs. 5. There is a well-qualified, competent, dedicated staff that is committed to the needs of their students. (child-centered) 6. For the outdoor program – study of science – all students’ programs are modified and followed through by special education staff. 7. There is great parental support for the school and the students. 	<ol style="list-style-type: none"> 1. Differentiated Learning training – minimum of 3 years – not just talking but doing; time to plan lessons, etc. 2. More room is needed for related services to use on a consistent basis and to leave materials in. 3. More para-educator days in the calendar. More time for para-educators to meet with teachers. Better evaluations of para-educators.

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NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU 35 School: Lakeway Elementary

Recorder/Summarizer: Luci Ruppel

Date: March 28, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		<u>Lakeway Elementary</u>
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Students have access to the general curriculum as seen by observations in the classroom. Administration pushes to include the children in everything.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		<u>Lakeway Elementary</u>
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	Not applicable for students reviewed. Transition plan occurs by teaming with grade levels as students move through the grades.
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
Ed. 1133.05 (l), Program Requirements CFR 300.138 CFR 300.347 (a) 5, RSA 193-C This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		<u>Lakeway Elementary</u>
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	The school uses more of the school assessment rather than the state-wide testing. The team uses the individual assessment for a whole child. The state assessment does not give the team information for the benefit of the child's program.
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	

<u>Lakeway Elementary</u>	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> Children are included as much as possible within the regular classroom. The teachers communicate well with each other (regular and special education.) Staff development occurs for all staff members. Inclusion assistants get training. Reading specialists and the Literacy Program are for all children. Teachers have a good budget for materials. There is full-day kindergarten. The administration is supportive of the inclusion of special education students. Parents were extremely supportive of the special education program. There is good communication between staff and parents. Having a special education coordinator for this school has made an improvement for the staff and children. Great Special Education Director! 	<ol style="list-style-type: none"> More physical space is needed. Smaller caseloads are recommended for special education teachers. Lakeway could use more computers. More inclusion assistants for the children would help the program. There is a concern over the grading on the report cards. Children get "N" if they are not on grade level. Work on grading according to individual ability, not grade level.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
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SAU # 35 School: Landaff Blue School

Recorder/Summarizer: Leigh Zoellick

Date: March 28, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		<u>Landaff Blue School</u>
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Student is fully engaged in the general curriculum, uses all curriculum materials, and has the necessary supports for all activities, as measured by attention, interaction and progress.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		<u>Landaff Blue School</u>
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	Student received services during the summer of transition to kindergarten. There was close parent contact as well.
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		<u>Landaff Blue School</u>
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	Student is in grade 1. The team used speech and language evaluation and academic evaluation to develop the IEP.
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	

<u>Landaff Blue School</u>	
Strengths	Suggestions for Improvement
1. The teacher is great, and is meeting a wide range of needs (1 st -3 rd grades). She is teacher, principal, nurse, music teacher, counselor, etc, etc, etc. 2. This one room schoolhouse is a unique experience for children. 3. The child with special needs is completely included in the program. She is absolutely just one of the students.	Keep up the great work!

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SAU # 35 School: Lisbon Regional

Recorder/Summarizer: Patricia Eddy

Date: March 28, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		<u>Lisbon Regional</u>
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Students participate in the regular classroom as appropriate. Socially, they participate in all areas. Modifications are made in regular classes but children are pulled out with aides or to the Resource Room as needed, using alternate space. This time is used to reinforce what is happening in the regular class. Notes are sent home weekly to parents.
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		<u>Lisbon Regional</u>
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	No major transitions are documented. The high school student is 15, and will have vocational evaluation next year. This was already discussed at a meeting. For younger children there are smooth transitions between grades and classes. Routines are set. There is a high comfort level with the staff. Meetings help between semesters for the high school student.
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		<u>Lisbon Regional</u>
Indicator Level and Description		
0	No evidence of student participation in district or state assessments	
1a	Student participates in district-wide and school assessments	
1b	Student participates in state assessment	
2	Alternate assessment provided as needed for both district and state assessments	
3a	Assessment data is used to develop IEP	
3b	Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Teacher observation, progress notes and portfolios are collected. NHEIAP Alt. Is used with 3 children. Parent conferences are held twice a year. The curriculum coordinator uses data to look at the curriculum.
4	School uses assessment data to improve student learning (state, district-wide or school assessments)	

<u>Lisbon Regional</u>	
Strengths	Suggestions for Improvement
1. It is obvious that the staff works together as a team. There is staff cohesiveness! 2. Teachers, regular and special education, are being provided quality training and workshops to improve their programs. 3. Students are actively involved in Special Olympics. 4. Transitions are school-wide. 5. There is good use of technology. A Portable lab is accessible by the entire building. 6. Three children at three different levels all have access to a classroom paraprofessional. The paraprofessionals assisted as needed, but didn't hover. 7. Students are taught to advocate for themselves and to ask for help when needed. 8. Parents are very involved and very supportive of their child's program and teacher.	1. IEPs are not uniform and are difficult to read. We recommend a system-wide form that will assist in transitions. 2. IEP in permanent file is not marked quarterly. We suggest written progress notes along with report card and IEP. 3. Paraprofessionals need more training. They are providing most of the direct care and instruction to the most needy children without training. 4. School-wide transition plans need to be put in writing. 5. Pull-out program needs to be evaluated. If a child needs more support and services, should this be done in a resource room vs. in the hall with a paraprofessional? 6. Need to improve how special educators access NHEIAP. Teacher was unsure of where results were or what they were. Therefore, data was not used to develop the IEP.

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SAU # 35 School: Daisy Bronson Middle School

Recorder/Summarizer: Georgia Caron / Naomi Belmore

Date: March 29, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		<u>Daisy Bronson Middle School</u>
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	All students have access to the general curriculum with necessary supports. Teaming is very good and case management interaction is exceptional.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		<u>Daisy Bronson Middle School</u>
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	None of the students observed have had a 14-year-old transition meeting yet, as they are just turning 14, but they have been scheduled.
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
Ed. 1133.05 (I), Program Requirements CFR 300.138 CFR 300.347 (a) 5, RSA 193-C This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		<u>Daisy Bronson Middle School</u>
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Teachers use assessments to tweak the individual programs for the students.
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	There is evidence that assessments drive curriculum changes and program developments.

<u>Daisy Bronson Middle School</u>	
Strengths	Suggestions for Improvement
1. Inclusion assistants are available to teachers as needed. 2. All areas are strong – especially general curriculum assessment. 3. Regular education teachers are terrific and Case Management is excellent.	1. Transition from elementary to middle school/junior high could be improved. 2. We suggest a “move-up” day for incoming students from Lakeway to Daisy Bronson. Meetings between teachers of the two schools should take place prior to the start of school. 3. There is no handicap accessibility for the students at Daisy Bronson. This situation is extremely problematic, since students with physical handicaps cannot access the general curriculum classrooms at all.

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SAU # 35 School: Littleton High School

Recorder/Summarizer: Jeffrey Pettee

Date: March 28, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		<u>Littleton High School</u>
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	All of the students have access to earn regular credit leading to a high school diploma. Students were engaged in the general curriculum with limited supports needed, although there appeared to be no modifications in the classroom.
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		<u>Littleton High School</u>
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	Little or no documentation of transitions exist. The 17 year old student observed had no transition plan.
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		<u>Littleton High School</u>
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	We observed report cards, parent contacts and teacher assessments.
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	

<u>Littleton High School</u>	
Strengths	Suggestions for Improvement
1. There is a great staff. Everybody seems to enjoy working with students. All staff were friendly and enjoyable. 2. Students were eager to learn and are part of the school. 3. Parents had a lot of great things to say about the resource room teacher, principal and the regular education teachers. 4. The school environment is clean and organized. 5. Everyone (teachers and students) is willing to help and they are hard workers. 6. There is a special education coordinator at the high school to help out with paperwork and students' accommodations/modifications.	1. There is limited accessibility to the building for students with wheelchairs. 2. The resource room teacher needs more help in case management, personnel and working with regular education teachers. He has a very heavy caseload. 3. In-service training is needed for regular education teachers about how to modify for special education students in the classroom. 4. Written documentation of transitions is needed.

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SAU # 35 School: PRIDE Program

Recorder/Summarizer: Karen Langley

Date: March 28, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		<u>PRIDE Program</u>
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Each student participates in the general curriculum provided and in all extra-curricular activities as behavior allows.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		<u>PRIDE Program</u>
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	Each student's transition is individualized and an inclusion assistant is provided to assist each student. A written policy and procedure is available to detail the process.

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		<u>PRIDE Program</u>
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	Staff meet daily to evaluate each student's performance. Report cards and progress reports are distributed on all students on a regular basis. School assessments are used to develop an individual program for each student.

<u>PRIDE Program</u>	
Strengths	Suggestions for Improvement
1. Staff is dedicated and caring. 2. The program is well organized. 3. There are well-developed data collection methods. 4. Constant staff collaboration and problem solving takes place. 5. Instruction is very individualized for each student. 6. There is good use of older students assisting younger students (mentoring). 7. The atmosphere is conducive to learning. 8. There is a comfortable rapport between students and staff. 9. Manipulatives, visual aids and the multi-sensory approach are very effective.	1. The district might want to refer students in earlier grades if a student is struggling in the regular classroom. 2. Keep up the good work!

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
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SAU # 35 School: The Profile School

Recorder/Summarizer: Mark Butterfield

Date: March 27, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		<u>The Profile School</u>
Indicator Level and Description		
0	Student does not have access to the general curriculum.	All students have access
1	Student has access to the general curriculum	Yes, per student schedules and IEPs
2	Student participates in the general curriculum in the regular classroom	Yes, by observation and schedule
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Yes, by observation, aides and resource room
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	Yes, as noted by parental and student interviews. Handicapped transportation and aides are provided if necessary.
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	Yes, through our interview with administration, special education staff and guidance
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Yes, as evidenced by all of the above data, and as assured by the PPT team

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process: Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		<u>The Profile School</u>
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	Some written documentation exists, and clearly the parents and students knew of the transition process. Newly accepted forms will be coming.
3a	Team includes parents and personnel from other agencies in transition planning	Yes, when necessary and requested as part of an IEP
3b	Student is informed before age 17 of his/her rights under IDEA	Yes, as evidenced by a transition of rights statement in the IEP
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	Yes, as evidenced by interviews with administration and anecdotal evidence
4a	District has implemented a process to evaluate the success of the student's transition	There is an internal process for evaluating success in the 8 th to 9 th grade and 6 th to 7 th grade transitions.
4b	Team, including student as appropriate, regularly assesses success of transition plan	Yes, a 10-question form is filled out by both the parent and student

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		<u>The Profile School</u>
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	Yes, as evidenced by students' folders and interviews Teacher assessments are varied.
	1b Student participates in state assessment	Yes, as evidenced by the file and interviews
	2 Alternate assessment provided as needed for both district and state assessments	Yes – The PPT team is aware that next year they will have one student who will require alternative assessment.
	3a Assessment data is used to develop IEP	Yes, as evidenced by 6 th & 7 th grade reading assessments and 8 th grade teacher recommendations that are used at the IEP meetings
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Yes, as evidenced by interviews and files
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	Yes, administrative interviews indicated that the data is used to guide curriculum development

<u>The Profile School</u>	
Strengths	Suggestions for Improvement
1. Communication with parents is strong. 2. Parents are aware of full access to the curriculum. 3. Inclusion is good. 4. There is no stigmatism evident. 5. Staff is sensitive to students' needs. 6. The assistant principal sits on most PPT and IEP Team Meetings. 7. The attitude is prescriptive rather than reactionary. 8. The Middle School team is strong.	1. Continue a strong team in grades 9/10. 2. Staff development is needed for regular education teachers to learn about specific disabilities. 3. Improve teacher participation in PPT meetings. 4. Improve handicapped access.

VIII. ADDENDUM: OUT OF DISTRICT AND JAMES O SUMMARIES

ADDENDUM

Out-of-District File Review

SAU #35

Date: March 28, 2002

Reviewer: Nancy Brogden

<p style="text-align: center;">ADDENDUM Out-of-District File Review</p>

SAU #35

Number of Files Reviewed: Two files were reviewed, one an 8th grade student who is in a residential program at the Learning Center for Deaf Children, Framingham, Massachusetts and one 6th grade student who is a day student at Becket School in Pike, New Hampshire. Both files were in excellent order, meeting all the regulations under Evaluation, IEP, Assessment and Transition and assuring that both students are receiving FAPE. This was documented by reviewing files including IEP, evaluation materials meeting minutes, as well as conversations with the Director of Special Education.

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU #35

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: March 28, 2002

Reviewer: Nancy Brogden

<p style="text-align: center;">ADDENDUM JAMES O. MONITORING PROGRAM</p>

SAU #35

Number of files reviewed: Four files were reviewed:

- Grade 5 Lafayette student at Hunter School, Salem Children's Trust
- Grade 8 Littleton student at Easter Seals, Lancaster
- Grade 11 Landaff student (foster home) at Woodsville H. S.
- Grade 11 Franconia student at the Benchmark Behavior Health Systems School in Woods Cross, Utah

All of the files were in excellent order, in terms of required information and documentation. Review of each file indicated that FAPE was being provided to that student and that the student was in the least restrictive program at the current time.

Only one of the four students has met the court order placement cap for the current fiscal year.

The fourth student listed above is not in compliance with New Hampshire rules and cannot be placed in SPEDIS. The student was placed by the courts in a program in Utah. The concern here is that, while this appears to be the least restrictive program for the child, the program is not an approved one according to the NHDOE. The State of Utah does not approve private programs. The SAU #35 Director of Special Education has collected all the information needed for program approval from the school in Utah (schedules, teacher certifications, etc), but cannot enter the student into SPEDIS and therefore cannot get funding for this student. This issue should be resolved as soon as possible.